



## Grove Primary School Accessibility Plan

Approved by:	Rae Aldous	Date: 22/11/22
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# **1. Aims**

**Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:**

**Increase the extent to which disabled pupils can participate in the curriculum**

**Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**

**Improve the availability of accessible information to disabled pupils**

**Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.**

**The plan will be made available online on the school website, and paper copies are available upon request.**

**Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.**

**The school supports any available partnerships to develop and implement the plan.**

**Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the**

complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### **Reasonable adjustments**

An education provider has a duty to make ‘reasonable adjustments’ to make sure disabled students are not discriminated against. These changes could include:

- changes to physical features - for example, creating a ramp so that students can enter a classroom;
- providing extra support and aids (such as specialist teachers or equipment).

## School Accessibility Plan : Westwood Primary School : School Year September 2021 – September 2024

Development area	Targets	Strategies	Outcome and by when	what this will look like when our goal is achieved
<b>Curriculum delivery.</b>	Classrooms are organised for disabled pupils.	Guidance from specialists (sensory support service, autism service) taken into account for arranging classrooms to maximise benefit to disabled pupils.	Monitoring indicates disability/SEN taken into account in organising the environment for learning.	Disabled pupils able to access learning environment more effectively.
<b>Curriculum delivery/ delivery of materials in other formats.</b>	<p>Personalised targets set by classroom staff with additional time requirements in practical work understood and planned for.</p> <p>Diagrams described and OHPs read out loud.</p> <p>Copies of slides and diagrams available to pupils.</p> <p>Worksheets produced in at least size 12 font where appropriate.</p>	<p>SEND information available to all staff and further training on implementation and differentiation of curriculum required.</p> <p>Use of staff involved in 'Inclusion Project', LA personnel.</p> <p>Advice from sensory support service.</p>	Ongoing monitoring indicates differentiation in place targeted at disabled/SEN/other nominated pupils.	Disabled pupils able to access curriculum more effectively.



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<b>School design for disabled pupils.</b>	All areas accessible to disabled pupils.	Strategic discussions with LA on school campus, 'rationalisation plan' incorporates school prioritised disabled access	Plans drawn up show clearly how disabled access will be undertaken.	Spread out nature of school reduced. Disabled pupils able to access all physical areas without difficulty.
		points as an integral part of rebuild improvement works.	All new buildings will be fully disability compatible. <b>(Log any difficulties or on-going issues).</b>	
	Signs clear and understandable for visually impaired.	Replacement of signs takes account of appropriate colour schemes/size for signs.	New signs clear and updated as required.	
	Comprehensive evacuation plan in case of fire.	Seek advice from fire service to identify issues related to evacuation of pupils with specific disabilities.	Plan discussed and agreed with all staff. Where appropriate individual pupils also informed.	Fire drills have successfully incorporated the plan.



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<b>Auxiliary aids and services.</b>	Medical conditions policy reviewed and updated.	Input from school nursing service. Relevant staff identified and trained.	Policy disseminated to all staff.	All pupils with medical conditions are supported.
	Some adaptive keyboards and special software are available.	Sensory support service, physiotherapist and occupational therapist provide input as to appropriate IT equipment and software.	A small selection of adaptive keyboards and special software are purchased. <b>(To be reviewed annually).</b>	Disabled pupils can use adaptive keyboards and specialised software to access the curriculum.